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ABSTRACT

This manual is designed to enable each Trust Territory Special Education Coordinator to establish and operate a Special Education Learning Resource Center (LRC). Information in the manual includes the many facets of LRC operations including an introduction to an LRC, with a brief history and general workscope. Procedures and guidelines in evaluating and selecting special education materials, purchasing procedures, classification of instructional materials, processing of materials, borrowing policies and procedures, and methods of cataloging and analyzing materials are also included. Additional sections detail LRC services, record keeping, and other data needed to set up and operate a center. (Author/WBC)

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TRUST TERRITORY DISTRICT SPECIAL EDUCATION LRC AND TTSELRC PLANNING AND OPERATIONS MANUAL

BY

JAMES J. LATTYAK

IR 004 698

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" Knowledge is of two kinds; we know a subject ourselves or we know where we can get information upon it."

Samuel Johnson 1709-1784

PREFACE

This District Special Education LRC and TTSELRC Planning and Operations Manual is specifically designed to enable each Trust Territory Special Education Coordinator to establish and operate a Special Education Learning Resource Center (LRC) in their district. It also details the necessary information needed to establish and operate the TTSELRC located at the Community College of Micronesia.

Information contained in this manual involves the many facets of LRC operations including an introduction to a LRC, with a brief history and general workscope. Procedures and guidelines in evaluating and selecting special education materials, purchasing procedures, classification of instructional materials, processing of materials, borrowing policies and procedures, cataloging and analyzing materials are also included in this manual. Additional sections detail LRC services, record keeping and other helpful data needed to set up and operate a center.

This manual was developed only as a model to offer some guidelines for LRCs. It may be found that some of the ideas and sample forms will need to be adjusted to align with the needs, funding and space allocations in the particular Trust Territory district in which the LRC will be operating. It

should also be noted at this time that references to a LRC includes both the District LRCs and the TTSELRC. Any exceptions will be stated as such.

Please feel free to make changes whenever necessary to better assist you in your LRC. Doing so will make this manual truly unique to your own LRC. I wish you the best of luck and smooth sailing!

James J. Lattyak
TTSELRC Director
October, 1976

I. A LRC INTRODUCTION

The idea for a network of special education learning resource centers began about a decade ago when the President's Committee on Mental Retardation announced the creation of the first special education instructional materials center (IMC). This was a large regional center. Very shortly afterwards, several other regional centers were in operation. Eventually several Regional Media Centers (RMC) were added to the IMC system to serve the needs of the deaf and hard of hearing. The American Printing House for the Blind was added to serve the blind and partially sighted.

The network grew rapidly and many changes were made. Some of the original regional IMCs are now known as Regional Resource Centers (RRC) and Area Learning Resource Centers (ALRC) or are combined into one system. They are established in various locations throughout the United States and its territories to assist states in their service region in the task of planning intrastate systems for appraisal, programming, materials delivery, information dissemination and teacher training. State agencies of education use various delivery models to carry out these jobs. Many have developed some type of local special education instructional materials center system to fit their own needs. Each state has

various names for their centers with some called Associate Special Education Instructional Materials Centers (ASEIMC), Learning Resource Centers (LRC), Special Education Materials and Training Centers (SEMAT) or Instructional Materials Centers (IMC). The Bureau of Education for the Handicapped has also added the National Center for Educational Media and Materials for the Handicapped (NCEMMH), three Specialized Officed (SO) for particular handicaps and a National Materials Depository to the network. The names of the local and regional centers may be different, however, the basic goal of all of the centers is to improve services to children with handicapping conditions.

Generally, each local center in the network has the following as its basic workscope: 1) information dissemination regarding media, materials and resources for the handicapped, 2) collection and circulation of commercial and teacher-made instructional materials, 3) development of appropriate materials, and 4) training in the selection, analysis and utilization of instructional media and materials. Each local center may offer slightly different services to meet the unique educational needs of the clients residing in their area.

The primary function of the Trust Territory Special Education Learning Resource Center (TTSELRC) is to serve as a liaison for special education instructional materials and training in the

following districts: Marshalls, Marianas, Palau, Yap, Ponape, Kusaie and Truk. The TTSELRC will provide developmental assistance and will act as the central coordinating special education LRC for the proposed network of satellite centers in the previously cited districts. Once district LRCs are operational, activities in these centers will involve the dissemination of information about materials and resources in special education and the collection and circulation of materials to teachers and others in need of these items. Eventually, each district LRC will develop its own internal capability to provide teacher training sessions and the creation of district materials.

II. WHERE TO FIND MATERIALS AND HOW TO EVALUATE THEM FOR SELECTION

One of the first problems that seem to occur in setting up a LRC is determining which particular instructional materials to purchase. If your experience in speical education is limited, especially in materials acquisition, you will want to look into all or some of the following resources:

1. Needs survey (formal and informal)
2. Publisher's catalogs
3. High frequency use listings
4. Established LRC catalogs
5. LRC Advisory Committee
6. Prescriptive Materials Retrieval System
7. Systems FORE
8. Professional organizations,journals and newsletters
9. Materials selection/evaluation guide

1. Needs survey (formal and informal). One of the fastest ways to determine which materials are appropriate for purchase by your district LRC and what the needs are in your district, is to simply ask a local special education consulant, supervisor or teacher trainer in your immediate area. Also, you can find out a lot by asking teachers in various grade levels who serve different handicapped students what they would suggest as good, workable materials. These teachers are in the position to give you worthwhile information on materials that they have actually used or professional opinions on materials that they would like to use. In the Trust Territory, it would be good to ask any Peace Corp Volunteers with special education backgrounds their opinions regarding effective instructional materials. Teacher Corp personnel should also be questioned

for their input. A more systematic approach to obtaining information relating to materials acquisition would be to design a "materials needs survey" which would, at the minimum, have the following information:

a) a small paragraph announcing the creation of the LRC
b) a request for assistance to determine material needs
c) a half-page area that would have the following information:

AREA	TITLE OF MATERIAL	MEDIA	INSTRUCTIONAL LEVEL	COMPANY

This survey could be mailed to all special education teachers and support personnel in your district to generate a listing of instructional materials for possible acquisition. In the survey you can also request minimum information regarding the ages, type of handicaps and grade level of each student. With this type of additional data from each person who filled out the survey, you can determine the student population in your area. This data can then be matched with listings of materials you will acquire from other sources to help you in your selection.

2. Publisher's catalogs. Publisher's catalogs are helpful in selecting materials, however, you must be cautious in purchasing something you have not yet seen or worked with. Descriptions are often over done, so use your professional judgement. A

publishers listing is included in this section for your use. Also, you can contact the National Center on Educational Media and Materials for the Handicapped located at:

Ohio State University Press
Publications Sales Division
2070 Neil Avenue
Columbus, Ohio 43210

and request a copy of Publisher Source Directory which is a list of where to buy or rent instructional materials and other educational aids, devices and media, including more than 1,600 publishers and producers in the United States, Canada and Europe.

3. High frequency use listings. These are compilations of widely used materials that are popular with special educators. A high frequency listing from Portland State University and a list from the Special Education Materials and Training Center (SEMAT) 109 in Everett, Washington is included in this section for your use.

4. Established LRC catalogs. It is always a good idea to look at other special education catalogs from established centers to give you an idea of what materials they have chosen. You can write to the Northwest Special Education Learning Resource System at:

NWSELRS
Clinical Services Bldg.
University of Oregon
Eugene, Oregon 97403

and request a copy of their Learning Resource Center Directory.

It contains a listing of all the local LRCs in the Northwest region, including the Pacific area. You can then select several LRCs and write to request a sample catalog of their materials.

5. LRC Advisory Committee. Usually, a LRC Advisory Committee is comprised of men and women knowledgeable in the field of special education, especially instructional materials. These people can be teachers, therpists, supervisors, coordinators, consultants etc., who work in special education in your district. This committee can act as a liaison with others in your district or districts and assist you in compiling a list of proven materials. You can then prioritize all the requested materials and determine your order from this list. These people can also help you in determining policies and operating procedures in the LRC. This is also good public relations with the people in your district. It is a good idea to retain this Advisory Committee for meetings every few months to give you the needed input from your district.

6. Prescriptive Materials Retrieval System. This system lists over one thousand educational materials with complete descriptions of use and target populations. By writing to the company, you can obtain further information regarding the PMRS and costs:

Select Education
152 Pico Blvd.
Santa Monica, Calif. 90405

7. Systems FORE. This is an individualized approach to a-sessment and materials programming from the Los Angeles area. An extensive listing of special education materials are included in this system correlated to specific academic deficits. Write to the following individual for further information regarding Systems FORE and the cost:

Mr. Norbert Castel DeOro
Special Education Division
L.A. Unified School District
Los Angeles, Calif. 90012

8. Professional organizations, journals and newsletters. By consulting the various special education organizations and their related journals and newsletters, you will come across ideas for instructional materials. Often these organizations will list material reviews, studies, reports and advertising which will be helpful in selecting materials. A list of these organizations, journals, and magazines along with a list of newsletters you can write to are included in this manual and can be found in section VII.

9. Materials selection/evaluation guide. It is often helpful, before you purchase materials, to critically assess their potential usefulness by evaluating on a standard materials selection/evaluation guide. If you have a loan or preview material available or know of someone who does, you can use the guide in this section to assist you in determining whether or not to purchase these materials.

As you proceed in gathering information about potential materials to include in the LRC, it will be useful for you to develop a "materials want list". This may consist of completed selection/evaluation guides, needs surveys and listings of suggested materials from teachers or other resources. You can keep this list near the LRC check out desk available for a quick entry when someone suggests a material for possible purchase by your LRC.

PUBLISHING COMPANIES

Academic Aids
10660 N.E. 8th
Bellevue, Wash.

Academic Therapy Pub., Inc.
1539 4th Street
San Rafael, California 94901

Adapt Press, Inc.
808 West Ave. No.
Sioux Falls, S.D. 57104

Alpern Communications
220 Gulph Hills Road
Radnor, Pennsylvania 19087

Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston Massachusetts 92210

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Printing House for the Blind
1839 Frankfort Avenue
Mailing Adddress: P.O. Box 6085
Lousiville, KY. 40206

American Guidance Sercice, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Associated Ed., Materials Co.
P.O. Box 2087
Raleigh, North Carolina 27602

Ann Arbor Publishers, Inc.
P.O. Box 388
Worthington Ohio 43085

Behavioral Research Laboratories
Ladera Professional Center
Box 577, Palo Alto, Calif. 94302

Bell-Howell
Audio Visual Products Division
7100 McCormick Road
Chicago Ill. 60645

Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

Bernie Straub Publishing Co., Inc.
4535 Union Bay Place N.E.
Seattle, Washington 98105

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Burgess Pub. Company
7108 Ohms Lane
Minneapolis, Minnesota 55435

Bowmar
622 Rodier Drive
Glendale, California 91201

Changing Times Ed., Service
1729 H. Street, N.W.
Washington, D.C. 20006

Charles C. Thomas-Publisher
301-327 East Lawrence Avenue
Springfield-Illinois 62717

Charles E. Merrill Pub. Company
A Bell & Howell Company
1300 Alum Creek Drive Columbus, Ohio 43216

Child Craft Education Corp.
20 Kilmer Rd.
N.J. 08817

Continental Press, Inc.
Elizabethtown, Pa. 17022

Creative Playthings, Inc.
P.O. Box 1100
Princeton, New Jersey 08540

Creative Publications
P.O. Box 10328
Palo Alto, Calif. 94303

Cuisenaire Co., of America, Inc.
12 Church Street
New Rochelle, New York 10805

Day care & Child Development
Council of American, Inc.
1012 14th St. NW
Washington, D.C. 20005

D.C. Hath and Company
705 No. Aspen
Canby, Oegon 97013

Dell Publishing Company
1576 Santa Maria Ave.
San Jose, Calif. 95125

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

Dormac, Inc.
Box 1622
Lake Oswego, Oregon 97034

E-B Press
1410 Orchard St.
Eugene, Oregon 97403

Economy Company
P.O. Box 25308
1901 North Walnut, Oklahoma City
Oklahoma 73125

Edmark Associates
13249 Northup Way
Bellevue, Washington 98005

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, New York 11510

Educational Aids
845 Wisteria Drive
Fremont, California 94538

Educational Consultant Enterprises, Inc.
P.O. Box 1471
Greeley, Colorado 80631

Educational & Industrial Testing Service
San Diego, Calif. 92107

Educational Projections Corporation
3070 Lake Terrace
Glenview, Illinois 60025

Educator's Publishing Service
75 Moulton Street
Cambridge, Massachusetts 02138

Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Educational Teaching Aids
159 W. Kinzie Street
Chicago, Ill. 60610

Encyclopedia Brittannica Ed. Corp.
425 N. Michigan Avenue
Chicago, Illinois 60611

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Fearon Publishers
6 Davis Drive
Belmont, California 94002

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Ill. 60607

Frank E. Richards Pub., Co., Inc.
330 First Street
Box 370
Liverpool, New York 13088

Ginn and Company
2550 Hanover Street
Palo Alto, Calif. 94304

Grolier Educational Corp.
845 Third Ave.
New York, N.Y. 10022

Guidance Associates
757 Third Avenue, New York
New York 10017

Harcourt Brace Jovanovich, Inc.
Polk and Geary
San Francisco, Calif. 94109

Harper & Row, Pub. Inc.
School Department
2500 Crawford Ave.
Evanston, Ill. 60201

H & H Enterprises, Inc.
P.O. Box 3342
Lawrence, Kansas 66044

Holt, Rinehart & Winston Inc.
6420 165th Place S.W.
Lynnwood, Wash. 98036

Houghton Mifflin Company
666 Miami Circle,
N.E., Atlanta Georgia 30324

Hubbard Company
2855 Shermer Rd.
Northbrook, Illinois 60062

Ideal School Supply Company
11000 S. Lavergne Ave.
Oak Lawn, Ill. 60453

Imperial International Learning Corp.
Box 548
Kandakee, Illinois 60901

Instructo Corporation
Paoli, Pennsylvania 19301

Instructional Media
P.O. Box 241
Bountiful, Utah 84010

J.B. Lippincott Company
Educational Publications Division
East Washington Square
Philadelphis, Pa. 19105

John Day Company
School and Library Department
200 Madison Avenue
New York, New York 10016

Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, PA. 15906

Mama Lere Parent Teaching Home
Bill Wilkerson Hearing & Speech Center
1114 19th Avenue South
Nashville, Tennessee 37212

McGraw-Hill/Early Learning
Paoli, Pensylvania 19301

Modern Curriculum Press
Dorval 760, P.Q.
Cleveland, Ohio 44136

Mosier Materials
Box 3036
San Bernardino, California 92403

Multimedia Service Center
P.O. Box 149
Sherwood, OR. 97140

National Georaphic Society
Dept. 76
Washington, D.C. 20036

New Readers Press
Division of Laubach Literacy, Inc.
Box 131 Syracuse, New York 13210

Open Court Publishing Company
P.O. Box 599
La Salle, Illinois 61301

Prentice-Hall Media, Inc.
150 Whole Planins Road
Tarrytown, N.Y. 10591

Prentice-Hall
Educational Book Division
Englewood Cliffs, New Jersey 07632

Project Life
Audio-Visual Supply Co.
6420 N.E. Halsey St.
Portland, Oregon 97213

Publication Sales Dept.
American National Standards Ins.,Inc
1430 Broadway
New York, New York 10018

Reader's Digest Education Dept.
Educational Division
Pleasantville, New York 10570

Research Press Company
2612 N. Mattis Ave.
Champaign, Ill. 61820

Richard L. Zweig Associates, Inc.
20800 Beach Blvd.
Huntington Beach, Calif. 92648

Scholastic Magazines & Book Services
904 Sylvan Avenue
Englewood, Cliffs, New Jersey 07632

Science Research Associates
Carle E. Dunn
1519 Nuuanu Ave K.T.8
Honolulu, Hawaii 96817
Tel. (80) 531-2662

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Sensory Engineering
Laboratory
C/O Dr. Sam Sparks
17505-68th N.E.
Botlell, WA. 98011

Silver Burdett Company
250 James Street
Morristown, New Jersey 07960

Step Inc.
C/O Age Stein
South Complex, Paine Field
Everett, WA. 98204

Steck-Vaughn Company
P.O. Box 2028, Vaughn Bldg.
Austin, Texas 78767

SVE, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

Teaching Resources
100 Boyiston Street
Boston, Massachusetts 02116

The Psychological Corp.
757 Third Avenue
New York, N.Y. 10017

Trend Enterprises
Box 3073
St. Paul, Minn. 55165

United Nations Radio & Vis. Ser.,
Div., Office of Pub. Infor.
New York, New York 10017

Unicorn Learning Products
11725 S.W. Canyon RD.
Beaverton, Oregon 97005

University of Illinois Press
Urbana, Illinois 61801

University Park Press
Chamber of Commerce Building
Baltimore, Maryland 21202

Utah State University
Instructional Technology Project
Exceptional Child Center, UMC-68
Logan, Utah 84322

Walt Disney Education Media Co.
800 Sonora Avenue
Glendale, Calif. 91201

Teacher Oriented Instructional Materials
General Guides

Computer Based Resource Units - CBRU ASEIMC, Clover Park School District, 5214 Steilacoom Boulevard, S.W., Lakewood Center, Washington.

Cumulative-Curriculum, Programs for Mental Retardation and Developmental Disabilities, 1971-72, Mental Health Division, State of Oregon.

Curriculum Ideas and Instructional Techniques, Programs for Mental Retardation and Developmental Disabilities, Mental Health Division, 1971-72, State of Oregon.

Individual Learning Activity Packages (on various subjects). Available from the Special Education Department, West Linn School District, West Linn, Oregon.

Learning Activity Packages (on microfiche). Available through Intermediate School Districts in State of Washington or Clover Park School District.

Portage Guide to Early Education (card file checklist kit) 1972, Cooperative Educational Services Agency #12, Portage, Wisconsin 53901.

Preschool Curriculum-Preschool Disability Identification and Prevention. 1973, Medford School District, Bruce Metzger, Director.

Special Education Teacher's Kit, Kit No. 7301, Love Publiching Co., 6635 Villanova Pl., Denver, Colo. 80222.

Student Progress Record and Curriculum Guide, Programs for Mental Retardation and Developmental Disabilities, 1973. Mental Health Division, State of Oregon.

The Slow Learning Program in the Elementary and Secondary Schools, Curriculum Bulletin No. 119, 1965, Cincinnati, Public Schools.

Toward Competency - A Guide to Individualized Instruction, 2nd edition 1974, Special Education Section, State Department of Education, Oregon.

CURRICULUM RESOURCES IN SPECIAL EDUCATION

Teacher Oriented Instructional Materials

Specific Area Guides

15.

Acclimatization - A Sensory and Conceptual Approach to Ecological Involvement, Steve Van Matre, 1972, American Camping Association, Bradford Woods, Martinsville, Indiana 6[illegible]151.

Coordinated Helps in Language Development (CHILD), Northwest Regional Educational Laboratory, 1973, available from C.E.D.S., P.O. Box 3711, Portland, Oregon 97208.

Counselor Handbook for the Outdoor Resident School Program, JoAnn Ross, 1973, Vancouver Public Schools, Vancouver, Washington.

Experience/Skill Checklist (Outdoor Education/Recreation Activities), 1974, Dr. Steve Brannan, Special Education Department, Portland State University, P.O. Box 751, Portland, Oregon 97207.

Lifetime Recreation Skills for the Handicapped (Idea Packet), 1974, Dr. Steve Brannan, Special Education Department, Portland State University, P.O. Box 751, Portland, Oregon 97207.

Motor Development Curriculum for the Trainable Mentally Retarded Program, Multnomah Intermediate Education District, department of Special Education, P.O. Box 16657, Portland, Oregon 97216.

Outdoor Education: A Book of Readings, Hammerman, Donald R. and William M., 1973, Burgess Publishing Company.

Outdoor Education, Smith, Julian and others, 1972, Prentice-Hall, Inc.

Outdoor Education Teacher's Manual, Robert Copland and Jane Taylor, Haslett Public Schools, Haslett, Michigan.

Physical Activities for Individuals with Handicapping Conditions, Dolores Geddes, C.V. Mosby Co., 11830 Bestline, Industrial Drive, St. Louis, Missouri 63141.

Quantative Skills Curriculum - Number Skills and Currency Skills for the Trainable Mentally Retarded Child, Multnomah County Intermediate Education District, Department of Special Education, P.O. Box 16657 Portland, Oregon 97216.

A Swimming Program for the Handicapped, Grace Reynolds, Association Press, 291 Broadway, New York, N.Y. 10007.

Teaching Research Curriculum for the Multi-Handicapped Preschool Child, 1973, Teaching Research, Monmouth, Oregon 97361.

Using the Newspaper to Teach Educable Mentally Retarded Students, School Services, Oregonian-Oregon Journal, 1320 S.W. Broadway, Portland, Oregon 97201.

Vocational Instructional Materials for Students with Special Needs, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, or Portland State University ASEINC.

CURRICULUM RESOURCES IN SPECIAL EDUCATION

Pupil-Oriented Instructional Materials

Basic Skills

Personal and Social Awareness

Living in the Environment

Career Education

Human Ecology

Leisure Time Activities

I. BASIC SKILLS (Reading, Language, Spelling, Writing)

Distar Language, Level I & II
Science Research Associates, Inc. 1972
The Engelmann's and Jean Osborn

Peabody Rebus Reading Program (picture words)
American Guidance Services, Inc.
Publishers Building, Circle Pines, Minn. 55014, 1969

Peabody Language Development Kits: P 1, 2, 3
Dunn, Horton and Smith
American Guidance Services, Inc.
Publishers Building, Circle Pines, Minn. 55014, 1966

A Multi-Sensory Approach to Language Arts for Specific Language Disability Children
Beth H. Slingerland
Educator's Publishing Service, Inc.
75 Moulton Street
Cambridge, Mass. 02138, 1972

Continuous Progress in Spelling (P & I Kit)
Individualized Instruction, Inc.
Economy Company, 1972

Language Assessment Form, TMR Program (picture cards available)
Beaverton Public School District [illegible], 1973
Beaverton, Oregon
Special Education Department

Speech Improvement
Instructional Support Department
North Clackamas School District #12
Milwaukie, Oregon 97222
Gary Cunningham

Structural Reading Series
Catherine Stern
L.W. Singer Company

Time for Phonics
Louise Scott
Webster Publishing Company

Programmed Reading
Sullivan Associates
McGraw-Hill Book Company

Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship. Sixth Edition, 1960
Gillingham and Stillman
Educators Publishing Service, Inc.
75 Moulton St.
Cambridge, Mass. 02138

(Reading, Language, Spelling, Writing)

Distar I
Distar II
Distar III, 1972
Science Research Associates, Inc.

SRA Reading Laboratory, 1961, 1973 editions
Science Research Associates, Inc.
Chicago, Ill. 60611

Letter Constancy Cards
Developmental Learning Materials Co.
3505 N. Ashland Ave.
Chicago, Ill. 60657

Come to Your Senses (program in writing/awareness)
Scholastic Book Services, 1968
50 W. 40th Street
New York, N.Y. 10036

Groovy Letters (kinesthetic approach to manuscript & cursive)
Ideal School Supply Company, 1970
Oaklawn, Ill. 60453

Second Step to Reading - Book A (beginning sight vocabulary development)
Xerox Corporation, 1973
Education Publications
245 Long Hill Road, Middletown, Conn. 06547

Series and Workbooks
Word Clues (word content clues and vocabulary skills)
Educational Developmental Laboratories
McGraw Hill Book Company

The Revised Reading Series and Workbooks
Lyons and Carnahan
407 East 25th St.
Chicago, Ill. 60616

The Lawson Series Workbooks
Lawson Book Company
Elk Grove, Calif. 95624

Eighth Day of the Week (U.S.)
The Kaleidoscope Readers
Belden and Bannan
Field Educational Publications,

Edmark Reading Program (sight word approach - EMR/TMR)
Edmark Associates, 1972
13249 Northup Way
Bellevue, Washington

(Reading, Language, Spelling, Writing)

Detect: Tactile (E-P)
Lawrence Gould
Science Research Associates, 1969
Chicago, Ill. 60611

E-B Corrective Reading Program (E-H.S.)
Engelmann and others
E-B Press, 1973
1410 Orchard Street
Eugene, Oregon

Mott Language Program

Language Master (Program and blank cards, E-H.S.)
Moores Audio Visual Center, Inc. (distributors)
Bell & Howell Company
Chicago, Ill. 60645

Reader's Digest Skill Builders and Practice Pads
Reader's Digest Services, Inc.
Education Division
Novata, California 94947

Modification of Reading Behavior (Henderson Sound Program, E-H.S.)
Edmark Associates, 1972
Bellevue, Washington

PAL for Life (Teaching Machine, K-E)
General Electric/Project Life Program
Audio Visual Supply Co.
Portland, Oregon 97213

SRA Basic Reading Series, 1968
Science Research Associates, Inc.
Rassmussen and Goldberg
Chicago, Ill.

Word Lists:

Dolch Word List of 220 words
Kucera-Francis List of 82 words
Wilson's Essential Vocabulary

Monterey Language Program, 1972 (see Portland Public Schools)
Behavioral Sciences Institute
969 Pacific Street
Monterey, California

You and Your World Newspaper - H.S.
Know Your World - Int.
Xerox Corporation
Education Center
Columbus, Ohio 43216

Distar and Strategy Games (reading, language, arithmetic; K-2)
Engelmann & Carnine
Science Research Associates, 1972

Diatar Library Series
Science Research Associates

Sullivan Reading Games
Behavioral Research Laboratories
Box 577
Palo Alto, Calif. 94302

Spelling Learning Games
Lyons and Carnahan
407 East 25th Street
Chicago, Ill. 60616

The Electric Company Easy Readers (designed to accompany TV Program, E)
Western Publishing Company, 1973

Plus 4 Reading Booster (E - H.S.)
William Kottmeyer
Webster/McGraw Hill, 1972

Phonovisual (vowel and consonant charts, P)
Warren's Educational Supplies
980 W. San Bernardino Rd.
Covina, Calif. 91722

Murphy Packet (teacher-tutor reading packet)
Beaverton School District #48
Beaverton, Oregon

BASIC SKILLS (Math)

Modern School Mathematics, 1972
Houghton Mifflin

SRA Arithmetic Fact Kit
Dale Rapp
Science Research Associates, 1969

Cuisenaire Rods
Cuisenaire Company of America, Inc.
12 Church Street
New Rochelle, N.Y. 10805

Tanagrams - An E.S.S. Program (basic geometric relationships)
Webster/McGraw Hill, 1968

Aero Learning Labs with Math Practice Slates, 1973
AERO Educational Products
St. Charles, Ill. 60174

Just Married: How Newlyweds Linda and Al Learned to Manage Money
Follett Publishing Company
Chicago, Illinois, 1968

Using Money Series
Useful Arithmetic, 1973
Frank E. Richards Publishing Co., Inc.
Liverpool, New York 13088
324 First Street

Budgeting, Capital Budgeting for Transportation, Housing
Distributed free by:
Vortex [illegible] University of Vermont
Burlington, Vermont 05401, 1970

The Budget
James P.
Marie H. Katzenbach School for the Deaf, 1969

Consumer Education [illegible] with Limited Incomes (workbook)
P.O. Box 4087
Lubbock, Texas 79409, 1971

Knowing How to Budget and Buy, 1968 (Teacher Resource)
Understanding Consumer Credit, 1968 (Teacher Resource)
Follett Publishing Company
Herbert W. Bohlman and Edna Bohlman
Chicago, Illinois

ICAN Arithmetic Program (E)
Kramer and Krug
Bernie Straub Publishing Co., Inc., 1973

Distar Arithmetic I
Englemann and Carnine
Science Research Associates, 1971

System 80 (Teaching machine; Math and reading materials, E-Jr.)
Educational Systems, Inc., Distributer
Borg-Warner, 1970
Niles, Ill. 60648

Fountain Valley Teacher Support System in Reading (total school approach)
Distributed by Educational Systems, Inc. for
Richard L. Zweig Associates
20800 Beach Boulevard
Huntington Beach, Calif. 92648

Attribute Games and Problems, (development of thinking skills in children)
Education Development Center, Inc., 1968
Webster Division, McGraw-Hill Book Company

Sullivan Math Games (E - H.S.)
Creative Publications, Inc.
P.O. Box 328
Palo Alto, Calif.

Sullivan Math (Programmed workbooks, E. - H.S.)
Sullivan Associates, 1970
Behavioral Research Laboratories
Box 577
Palo Alto, Calif. 94302

Arithmetic-Step by Step - Kit A (300 liquid duplicating masters) 22.
Continental Press, Inc.
Annette L. Rich and Albert G. Schlegel
407 S.W. 11th Avenue
Portland, Oregon 97205

Structural Arithmetic Kit (Stern Program, P)
Distributed by Northwest Textbook Depository
Houghton Mifflin, 1950

Say-It Arithmetic Games
Consonant and Vowel Lotto
Dolch Supplemental Teaching Aids
Gerrard Publishing Co.
Champaign, Ill. 61820

Using Dollars and Sense
Kahn and Hanna
Fearon Publishers, 1963

Individualized Computational Skills Program (E-H.S.)
Shaw and Reihle, 1972
Houghton Mifflin Company

XI. PERSONAL AND SOCIAL AWARENESS

DUSO - Developing Understanding of Self and Others (Kits 1 & 2, E)
Don Dinkmeyer
American Guidance Services, Inc.

Focus on Self-Development
Stage One: Awareness
Stage Two: Responding
Stage Three: Involvement
Anderson and Melody
Science Research Associates, 1972
Chicago, Illinois

Kindle Sound-Filmstrip Services (Self Concept, P)
Inside Out Productions, Inc., 1970
Distributed by Scholastic Magazines, Inc.

Taking Care of Things Around Me (Filmstrip Series, E.)
B.F.A. Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

III. LIVING IN THE ENVIRONMENT

MACOS: Man: A Course of Study (Pursues - What is human about human beings?
Curriculum Development Associates How did they get that way?
1211 Connecticut Avenue, N.W. How can they be made more so?
Washington, D.C. 20036

Programmed Math for Daily Living Series: EMR
Teach Quickly Publishers
3912 Ramsey
Corpus Christi, Texas 78415

SCIS - Science Improvement Study (E.)
Rand McNally & Co.
P.O. Box 7600
Chicago, Illinois 60680

Planning Meals and Shopping, Getting Ready for Payday, I Want a Job, etc.
Fearon Publishers
Lear Siegler, Inc., Education Division
Belmont, California

Jobs From "A" to "Z"
Available from: Special Education Department
Hempstead High School
Hempstead, L.I., New York 11550

Avidesk (Teaching Machine: audio-filmstrip)
Basic Knowledge & Skills
Occupational Preparation
Employment Opportunity
Personal & Family Living
Habits and Attitudes
Audio-Visual Supply Company, Portland
Instructional System Division
Avid Corporation
P.O. Box 4263
East Providence, Rhode Island 02914

How To Hold Your Job (text and workbooks)
John Day Co., New York, 1967
Stanley Fufell and John Peck

Career World: The Continuing Guide to Success (monthly magazine)
Publications and Subscriptions Offices
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

The Job Scene (cartoon "funny paper")
IFD Publishing Company, Inc.
New York, New York

Career Education Transparencies for Teaching Hearing Impaired Children
Northeast Regional Media Center for Deaf
University of Massachusetts
Amherst, Massachusetts

Job Hunting From Search to Success
Career Education - Area III
Portland Public Schools

Me, Myself and Drugs (Filmstrip/tape kit, E - HS)
Guidance Associates of Pleasantville, New York
Harcourt Brace Jovanovich, Inc.

How Do You Drive a Bike (E)
Kirby Associates
P.O. Box 1113
Pendleton, Oregon 97801

Learning Basic Skills Through Music
Stanfield Associates
12074 S.W. Pacific Highway
Portland, Oregon 97223

Pacemaker Story Books (H.S.)
Fearon Publishers
Belmont, California

Action Kit (High interest/low reading level, H.S.)
Scholastic Book Services, 1970

Bowmar Reading Incentive Program
Radlauer and Schubert
Bowmar, 622 Rodier Drive
Glendale, California 91201

Language Concepts in Song (E)
Seigfried Engelmann
Instructional Media of America, 1968
P.O. Box 241
Bountiful, Utah 84010

U.S. Department of Agriculture - Forest Service
Various materials on conservation and recreation
(Sing with Smokey Songbook, etc.)

Backyard Beyond (outdoor eating)
National Dairy Council
Chicago, Illinois 60606

Wilderness Gear You Can Make Yourself
Bradford Angier
Stackpole Books
Cameron and Kelker Streets
Harrisburg, Pennsylvania 17105

Wilderness Pocket n' Pak Library
Burt, Dawson and Heyl
Life Support Technology, Inc., 1974
Manning, Oregon 97125

Arts & Crafts

Create
Educational Service, Inc.

Creative Art Tasks For Children
Love Publishing Co.

Communications

Activities - Independent Language Arts
Fearon Publishers

Anchor
Educational Service, Inc.

Flair
Educational Service, Inc.

Independent Language Arts Activities
Fearon Publishers

Language Instructional Activities
Love Publishing Co.

Learning About Writing
Frank E. Richards Publishing Co.

Listening Games
Macmillan Publishing Co.

Note
Educational Service, Inc.

Phonics We Use Learning Games Kit #1
Lyon & Carnahan

Spice
Education Service, Inc.

Step - Text
Advanced Learning Concepts, Inc.

Mathematics

Arithmetic Games & Activities
Macmillan Publishing Co.

Arithmetic Instructional Activities Book 1 & 2
Love Publishing Co.

Arithmetic Learning Activities
Fearon Publishers

Basic Practice In Addition & Subtraction
Love Publishing Co.

Individualized Arithmetic Instruction
Love Publishing Co.

It's About Time
Edmark Associates

Math Activities for Child Involvement
Allyn & Bacon, Inc.

Metric Tasks
Love Publishing Co.

Thirty Math Games for the Elementary Grades
Fearon Publishers

Motor Skills

ERCAPEP
Charles Merrill Publishing Co.

Perceptual Skills

DLM APT Discrimination
DLM APT Figure Ground
DLM APT Imagery
DLM APT Memory
DLM APT Motor

Developmental Learning Materials

Fairbanks Robinson Program Level #1 & #2
Teaching Resources

Language & Thinking Program
Follett Publishing Co.

Reading

Action Library
Scholastic Book Service

Alphabet Mastery Program
Merrill Publishing Company

Basic Lessons - Workbooks I & II
John Day Co.

Fun & Games With Reading
Frank Schaffer

Individualized Reading Development Activities
Love Publishing Co.

Individualized Reading Skills Improvement
Love Publishing Co.

Language Experience In Reading
Encyclopedia Britannica Educaticnal Corp.

Mott Comprehension Series
Allied Education Council

Reading Activity Cards For Fun
Academic Aids

Reading Games That Teach
Creative Teaching Press, Inc.

Reluctant Reader Library
Scholastic Book Service

Rescue
Educational Service Inc.

Seventy-Seven Games For Reading Groups
Fearon Publishers

Webster Classroom Reading Clinic
McGraw-Hill Book Co.

Science

Exploring Our Environment; Science Tasks
Love Publishing Co.

Probe
Educational Service Inc.

Science Games & Activities
Macmillan Publishing Co.

Science With Simple Things
Fearon Publishers

Social Studies

Drama of Social Studies Set One & Two
Creative Teaching Press

Map & Globe Activities for Children
Fearon Publishers

Pride
Educational Service, Inc.

Social Studies Games & Activities
Macmillan Publishing Co.

Spark
Educational Service Inc.

Teacher Resource

Creative Activities for the Gifted Child
Fearon Publishers

Creative Ideas for Teaching Exceptional Children
Love Publishing Co.

Doren Diagnostic Reading Test
American Guidance Service Co.

Education Games & Activities
Macmillan Publishing Co.

Gray's Oral Reading Test
Bobbs - Merrill Co.

Launch
Education Service

Learning Centers
Love Publishing Co.

Learning Centers
Exceptional Press

Motivating Reluctant Learners
Love Publishing Co.

Santa Clara Inventory of Developmental Tasks
Zweig

Seventy Activities for Classroom Learning Centers
Instructor Publications, Inc.

Workjobs
Addison-Wesley Publishing Co.

Vocational/Career Education

Popeye Career Awareness Library
Mafex Associates

Succeeding In The World Of Work
McKnight Publishing Co.

Succeeding On The Job
Interstate Printers & Pub., Inc.

MATERIAL SELECTION/EVALUATION GUIDE

EVALUATOR'S NAME:

TITLE OF EVALUATOR:

DATE EVALUATION WAS MADE:

NAME OF MATERIAL BEING EVALUATED:

AUTHOR(S):

PUBLISHER:

ADDRESS:

DISTRIBUTOR (if different):

ADDRESS:

COST PER MATERIAL:

COST PER 25 STUDENTS:

COPYRIGHT:

Type of material being evaluated: (circle D, M, P, or H as applicable)

D DIAGNOSTIC INSTRUMENTS
Basic skill assessment and/or screening tools for use by teachers or resource personnel.

M EDUCATIONAL MATERIALS
Instructional materials for use by students with or without teacher's assistance. This can include software items.

P PROFESSIONAL BOOKS
These materials include all resource books, manuals and related materials.

H HARDWARE
Equipment such as overheads, language masters, projectors, cameras, video tape recorders, PAL units, and other related items.

* If you have circled , P, or H, complete only applicable sections of this guide. In addition, it is important you complete sections nine, eleven and twelve. If you circled M, complete all sections.

* When this guide is filled out by evaluator, file in "materials want list" notebook which is kept on the LRC check out desk.

1. LEARNER CHARACTERISTICS

Chronological age:

Grade level/Instructional level:

Mental age:

Interest level/Motivational factor:

For what specific handicapping conditions are the materials suitable:

---

2. MATERIAL PURPOSE

What does the material say it will do:

Major area:

Major skill:

Are objectives stated: _____ yes _____ no

Are objectives behavioral: _____ yes _____ no

Are objectives sequenced: _____ yes _____no

---

3. ORGANIZATION

_____ Lessons, explain

_____ Units, explain

_____ Chapters, explain

_____ Other _____

---

4. INPUT MODE

_____ Auditory (lectures, tapes, records, etc.)

_____ Auditory-visual (tape and worksheets, sound film, etc.)

_____ Visual (filmstrips, flashcards, worksheets, workbooks, texts)

_____ Tactile-Kinesthetic (raised surfaces, beaded, etc.)

_____ Olfactory (scent bottles, etc.)

5. OUTPUT MODE

_____ Motor

_____ Physical activity (dance, jump, etc.)

_____ Manipulation (beads, puzzles, etc.)

_____ Write a response

_____ Mark a response

_____ Other

_____ Verbal

_____ Answers questions

_____ Repeats information

_____ Spontaneous contribution

_____ Other _____

_____ Visual-Motor

_____ Copying tasks (bead or block patterns, etc.)

_____ Tracing

_____ Other _____

_____ Visual

_____ Read

_____ Observe

_____ Matching

_____ Other _____

_____ Verbal-Motor

_____ Dramatization

_____ Other _____

6. LEARNER KNOWLEDGE OF PROGRESS

How does teacher and student know response is correct:

_____ Teacher checks student's work

_____ Self-checking by student when work is complete

_____ Immediate feedback of some kind

---

7. EVALUATION AND DATA RECORDING PROCEDURES

How is starting point of instruction established:

_____ Written test _____ Performance test

_____ Criterion test _____ Checklist

_____ Oral test _____ Direct and Continuous measurement

_____ Direct and Noncontinuous measurement

_____ Other _____

How is mastery of content demonstrated and recorded:

_____ Written test _____ Performance test

_____ Criterion test _____ Checklist

_____ Oral test _____ Direct and Continuous measurement

_____ Direct and Noncontinuous measurement

Data forms provided:

_____ yes _____ no

Are criteria for acceptable performance stated:

_____ yes, explain

_____ no, explain

---

8. TEACHER INVOLVEMENT REQUIRED: TEACHER PREPARATION

_____ Extensive _____ Minimal _____ Reasonable

Teacher involvement during time in use:

_____ Constant interaction

_____ Teacher introduces and student completes

_____ Supportive help or moniter role

_____ Virtually none or none at all

Teacher responsibility when student is through with materials:

_____ Teacher must check and provide feedback

_____ Virtually none at all

---

9. CONDITIONS OF USE

_____ Self-contained unit, best used intact and alone

_____ Self-contained unit requiring use of other materials to supplement activities

_____ Material can be used seperately in relation to any other school activities

_____ Material comes with directions that need to be read and followed and then can be used by an inexperienced teacher

_____ Special knowledge and skill must be developed through training program supplied by _____ producer _____ distributor _____ other

_____ Highly trained and experienced teacher required for appropriate use of material

_____ Teacher guide/manual available: _____ yes _____ no

---

10. MATERIALS FORMAT

_____ records

_____ tapes

_____ film (bw/color)

_____ filmstrips (bw/color)

_____ posters (bw/color)

_____ workbooks

_____ consumable

_____ nonconsumable

_____ worksheets

_____ consumable

_____ nonconsumable

_____ textbooks

_____ models

_____ programmed

_____ video tapes

_____ transparencies

_____ flashcards

_____ demonstration

_____ kit

_____ games

_____ booklet

11. EFFICIENCY QUOTIENT

_____ How much time is required by the student

_____ How many students can participate at one time

_____ Is this material consumable. Comments: _____

_____ Is this material reuseable

_____ Is field test data available. _____ yes _____ no

12. PERSONAL REACTION (rating scale: 3= excellent, 2= good, 1= fair, 0= unimpressive)

Have you made trial use of the material? _____ yes _____ no

Briefly rate technical quality (i.e. color, legibility, sound clarity, clear directions, etc.)
3 _____, 2 _____, 1 _____, 0 _____

Does the material appear to have potential for attaining the behavioral objectives stated by the author/publisher?
3 _____, 2 _____, 1 _____, 0 _____

Does the material appear to have sufficient motivational properties for a teacher or parent so that they are likely to be used?
3 _____, 2 _____, 1 _____, 0 _____

Does the material appear appropriate to the interest level of the target children?
3 _____, 2 _____, 1 _____, 0 _____

Does the material appear sufficently attractive to motivate the children to want to use it?
3 _____, 2 _____, 1 _____, 0 _____

Would you recommend purchase of this material for inclusion in the district special education LRC or the TTSELRC?

yes _____ no _____

Your comments _____

_____

_____

_____

_____

_____

thank you for helping our LRC!

adapted from: Journal of Learning Disabilities, Sept. 1976 and ERIC report 085 936, 1973

III. PURCHASING PROCEDURES

Careful attention to the details of requisition writing and purchase orders will save you much time and trouble when the materials begin to arrive at the LRC. Procedures will vary in every LRC regarding the process of ordering materials, however, there are a few standard operations that are essential.

If you have a secretary or clerk assigned to your LRC who will actually write out the purchase order, the following information should be given to her/him: 1) name of the publisher or distributor, 2) address, 3) name of material, 4) catalog number of material, 5) number of materials and 6) cost of each item. This can then be considered your requisition order. Your clerk can then type out the purchase order from this data. If you don't have a clerk to prepare purchase orders, send a copy of the requisition to your department's fiscal officer for preparation of a purchase order. When the purchase order is typed, one copy is usually sent to the publisher and you receive a copy. Keep this copy with your original requisition and file it.

It is also helpful to prepare a "materials account form" with the following information:

1. Purchase order number
2. Publisher and material ordered
3. Date ordered

4. Purchase order amount
5. Invoice amount
6. Date material received in your LRC
7. Date invoice received in your LRC
8. Date on which invoice was given to fiscal officer
9. Date paid
10. Amount paid
11. Voucher number
12. Warrant number

Across the top of this form can be written the total budget of your account and account/grant title. When material an invoices begin to arrive from the publishers, you or your clerk can then use this form, along with the filed purchase order to keep an accurate record of all materials and a running check on your LRC budget.

Trust Territory procedures may vary from district to district in the process of ordering and paying for instructional materials. Some districts may utilize a purchase order and others may take advantage of letter orders. Prevalidation of funds at the district level is another important matter to take care of. Once funds are prevalidated and if letter orders are used, make sure to file your requisition and/or letter order after it is prepared. You will want to check it against the contents of the material when it arrives in your LRC. The "materials account form" can still be used with changes appropriate to each TT district LRC and the TTSELRC. The important factor is to maintain a systematic approach to ordering and receiving materials.

IV. INSTRUCTIONAL MATERIALS CLASSIFICATION

After the materials have been received in your LRC and properly checked against the "materials account form", the first step in processing can begin.

There are numerous ways to classify materials. Many libraries use the Dewey Decimal System or Library of Congress system. However, a special education LRC does not lend itself easily to either of these systems of classification. Most LRC operations do not utilize these traditional library systems. Borrowers using a LRC are searching for different materials than those they would find in a library and usually have at least a major area or major skill in mind when they visit or request materials from a LRC. There are many categories that can be used in a LRC, however, the number of categories should be keep to a minimum, or they may become overwhelming to the borrowers. The fewer categories the better when a LRC is beginning operations is a good policy to keep in mind. Others may be added later as the quantity and diversity of materials increase. Below are some suggested categories you can utilize in your LRC:

AC-ARTS/CRAFTS	This category can include art book ideas, music books and related fine art materials.
CO-COMMUNICATIONS	This category includes material for grammer and composition, handwriting, spelling, speech and language development and study skills

MA-MATHEMATICS	Material in this category includes the major skills of numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, money, time, measurement, geometry and all related mathematical items.
RE-READING	Material in this category includes the major skills of readiness, phonics, comprehension, structural analysis, vocabulary, oral reading, literature and related reading programs, books and instructional kits.
IR-INTERPERSONAL RELATIONSHIPS	Material in this category includes all books, kits or other materials concerned eith self-knowledge and social interaction.
PS-PERCEPTION/SENSORY	Materials in this category includes all items relating to developing/remediating perceptual-motor or sensory skills. Also any items regarding adaptive P.E. and recreation and playground would be included here.
PVC-PRE-VOCATIONAL/VOCATIONAL/CAREER EDUCATION	Materials in this category include all materials dealing with pre-vocational, vocational and career education.
TD-TEACHER DESIGNED	This material category includes all types of teacher-made, non-commercial instructional materials for use in the classroom or clinic.
SC-SCIENCE	This category includes all materials for the earth, life and physical sciences.

TR-TEACHER RESOURCE	All materials in this category include professional books(texts, idea books, etc.), teacher training materials and teacher training films, behavioral materials, testing and diagnostic materials, conference reports and evaluation reports, bibliographies and any hardware when it does not fit any of the other categories or when it can cross over to several categories.
SS-SOCIAL STUDIES	This category includes all related social studies materials.
SM-SELF MANAGEMENT	All materials in this category include toileting, feeding/eating, drinking, grooming, oral hygiene, nasal hygiene, clothing care, safety and dressing and undressing skills.

It is often advisable to classify all media types (format) together in each of the above categories as they are applicable. For example, if you have a reading material on short vowels that is a cassette tape, you would consider it a reading material (RE) and classify it in the reading category.

V. PROCESSING, CATALOGING, ANALYZING AND NUMBERING MATERIALS

There are several steps in the entire processing, cataloging, analyzing and numbering procedures. Each step is very important and will save much time and trouble if done properly. The steps follow:

1. Check against the "materials account form"
2. New materials cataloging area
3. Classification assignment
4. Assignment of the LRC number
5. Complete material (skill) analysis sheet
6. Complete inventory and contents form
7. Property stamp material
8. Prepare borrower card and pocket
9. Place borrower card, pocket and date due slip on material
10. Place borrower material evaluation card in pocket
11. Box materials for shelving
12. Place LRC number on materials, boxes and/or binders
13. Shelf materials
14. Special considerations

1. Check against the "material account form". After you receive the new material in your LRC, make sure to check it against the "materials account form" and your copy of the material purchase order. Double check all contents in the box to be sure an item has not been accidentally ommitted. If this occurs, be sure to contact the publisher immediately. If everything is in order, proceed to step two.

2. New materials cataloging area. Often times, you will only be able to complete step one because of some other LRC matter which will need attention. Very soon you will find your-

selve stacked up with several materials that need to be processed. It is a good idea to mark off a section of the LRC where borrowers are not permitted to enter. This can be your "NEW MATERIALS TO BE CATALOGED AREA" and will serve as a spot to hold materials until you are ready to proceed with processing. By doing this, you won't accidentally mix up your processed materials with the other processed materials.

3. Classification assignment. Carefully look over the material to determine the correct material classification category, i.e. MA, RE, SS, etc. Refer to section IV for assistance. Sometimes, materials seem to fit several categories. Use your best judgement, however, be consistent once you decide.

4. Assignment of the LRC number. Only one unique number is used in this system for each instructional material. Prepare a "master numerical list" which will include spaces for the LRC numbers and title of the material. A sample is included in this section. On the "master numerical list", numbers run in consecutive order beginning with 0001. The procedure would then be to assign a number to the material by recording it on the "master numerical list" with its proper title. You will have to decide if a material should be assigned just one number as is, or broken into smaller units or series, with each series(units) receiving a LRC number. Many times, it is advisable to break up a long series of books or readers. A teacher may want to use only part of the series while another teacher may want to use the other books. This way you can

accomodate both borrowers. If you are going to break up sets of books or readers, it would be helpful to have a teacher's guide for each series you make. If you know that you might be creating series, it would be good to order several teacher's guides for each series you make. It is not recommended to break up self-contained kits. The following will serve as examples in assigning of LRC numbers and titles to materials to record on the "master numercial list":

(a) when dealing with single books, kits or other material: MA-4521 Math for Fun

(b) when dealing with duplicate materials, include the letters A, B, C, etc., following the four digit number for each duplicate: MA-4521-A-B Math for Fun. This means there are two copies of the material Math for Fun.

(c) when you have broken materials up into small series(not in kit form), count the books, materials or units of that series and record one LRC number for the entire series:
MA-4521-1-6 Math for Fun Series (shows there are six books, materials or units in this series; don't include all the book titles for the series name, but chose a general title to fit entire series).
MA-4521-A-1-6 Math for Fun Series (shows this is a duplicate series of books, material or units and there are six in the series).

After you record the LRC number on the "master numerical list", you can then locate the appropriate "classification list" for that material and record the LRC number and title on that list. For example, if you have recorded a mathematics material on the "master numerical list", your next step would

be to locate the "classification list" for mathematics and record the same LRC number and title on that list. You should make up several "classification lists" for each major material category. Refer to section IV for reference. A sample of a "classification list" for mathematics is included in this section. File the "master numerical list" in a three-ring binder. File the "classification lists" in a three-ring binder alphabetically by major category. Be especially careful when processing series because they will be eventually housed together on the shelf.

5. Complete material (skill analysis) sheet. This form will contain all necessary material information which will be useful to you when the LRC catalog is being prepared by you for your LRC. Also, it will be a valuable aid in answering specific questions regarding various aspects of each material such as publisher, cost, instructional level, interest level, objectives, etc. Complete this form for each material that you have assigned a LRC number and title. All duplicates are entered on only one form. Also, each seperate series that has a LRC number is entered on only one form. There is space on the form to list titles within series for each series. A sample of a "material (skill analysis) sheet" is included in this section. See section IV for assistance in specifing major area and skill. Refer to the instructional materials selection/evaluation guide for determining format. For other items, refer to teacher manuals, catalog descriptions or the

pages. If you are analyzing student books, you will need to determine the reading level in order to fill in the Grade level/instructional level. Refer to actual books for this information if given or to the teacher manual. If this data is unavailable, apply the Fry Readability Formula which is included in this section. File the "material (skill) analysis sheet" in a three-ring binder alphabetically by category.

6. Complete inventory and contents form. Complete the following information on the "inventory and contents form": LRC number, Title, Titles within series and Contents. Every year you will take an inventory of each material in the LRC collection by filling out the bottom half of the "inventory and contents form". A sample of this form is included in this section. When you complete this form, attach with the "materials (skill) analysis sheet" and file in the same binder.

7. Property stamp material. Check to be sure the material is complete and then stamp once inside the first page of each book or unit. If you are dealing with an instructional kit, stamp on outside of kit on front and inside lid if possible. The stamp is usually made of rubber and can be made to order and purchased at stationery or office/school supply stores. Stamps can also be purchased by mail through a library supply company. Each district in the Trust Territory will design its own property stamp. An example of the TTSELRC stamp follows:

Trust Territory Special Education Learning Resource Center

8. Prepare borrower card and pocket. Purchase borrower cards and pockets from any library supply company. It is recommended that you buy borrower cards that are blank at the top. In this blank area you will type the LRC number and title of the material with the information from the "master numerical list". Actual samples are included in this section to assist you. Explanations of these samples follow:

(1) this is a single book, kit or other material. Make only one card and pocket.

(2) this is a duplicate book, kit or material. Make one card and pocket for each duplicate and be sure to include the letters A,B,C, etc. following the four digit number for each duplicate. For example: if there were two books titled Math for Fun, one book would have card and pocket MA-4521-A and the other book would have card and pocket MA-4521-B.

(3) this is a series of books, materials, or units (not in kit form). This example shows there are six items in this series. Make only one card for the entire series.

(4) this indicates a duplicate series of books, materials or units(not in kit form) and there are six items in this series. Make only one card for each entire duplicate series. For example: if there were two duplicate series titled Math for Fun, one duplicate series would have card and pocket MA-4521-A-1-6 and the other duplicate of this series would have card and pocket MA-4521-B-1-6.

9. Place borrower card, pocket and date due slip on material. The borrower card and pocket should be glued to the inside lid of all kits if possible. Glue or tape to the outside of the kit if it is not possible or convenient to place on the inside lid. If

you are dealing with a single book, glue on the page facing the cover of the book. Each duplicate material will have its own card. If you are dealing with a series and there is a teacher manual or guide available with the series, glue on the card and pocket inside the page facing the cover of the guide or manual. If there is not a guide or manual in the series, glue the card and pocket on the page facing the cover of the first book of the series. Remember, for a series, there is only one card and pocket for the entire series. For all materials, place the date due slip in the same area as the card and pocket. A sample of the date due slip follows:

DATE DUE			

10. Place borrower material evaluation card in pocket. In order to gather evaluative information regarding material usage by your LRC borrowers, a "material evaluation card" is necessary.

Try to keep this card as simple as possible. Very often, borrowers will not take the time to fill out a complex form. If you keep the card to a 3X5 inch size, it can be easily slipped into the borrower card pocket along with the checkout card. It also helps to print the card on bright paper to catch the eye of the borrower! A sample card follows showing the front and back sides:

FRONT SIDE

* Help us help you. Please take 5 minutes to fill out this Material Evaluation Card. Please return completed card with material!

Name of material _____

LRC Number _____

Number of students who used material _____

Your teaching assignment _____

The name of your school _____

Major handicaps of your students _____

BACK SIDE

What are the ages of your students _____

Did material hold student interest Yes No

Was material appropriate to culture Yes No

What language is used in your class _____

Would inservice training be necessary Yes No

If you received training, was it adequate Yes No

Would you use this material again Yes No

Comments _____

11. Box materials for shelving. If you have a material in kit form, there is no need for an additional box to put it in. Single materials can also go directly on the LRC shelfs. If there is a series of materials, they will need to be assembled together and placed in an appropriate sized cardboard box or container of some sort. There are "magazine" boxes available from library supply companies that are very satisfactory for housing series of materials together. If there is a series of soft covered workbooks or worktexts that need to be treated as a series, these can be three-holed punched and placed in a three ring binder for checkout as a series.

12. Place LRC number on materials, boxes and/or binders. It is very important to indicate on each binder, material, unit or box of materials the LRC number. Try to be consistent in the location of the LRC number. You can use either Dymo tape or pressure sensitive adhesive labels for marking of the LRC number. Some examples follow:

(a) when dealing with single books, kits or other material, place the LRC number on the front lower left corner (cover) of each material.

(b) each duplicate will receive a LRC number with the appropriate letter (A,B,C, etc.) following the same four digit number. Place the number on the front lower left corner (cover) of each duplicate.

(c) when you have broken materials up into small series (not in kit form), count all items and assemble into one box or binder. Place the number on the front lower left corner of the box or binder:

MA-4521-1-6 shows this is a series and there are six items in the box or binder.
MA-4521-A-1-6 shows this is a duplicate series and there are six items in the box or binder.

Additionally, you will assign each unit in the series or duplicate series the LRC series number and a -1 for the first book or item in the series, a -2 for the second item and so on for the entire series. For example, in the series Math for Fun which has the LRC number MA-4521-1-6, the first book of the series would be numbered MA-4521-1, the second book would be MA-4521-2 and so on until all books or items in the series were numbered. For duplicate series, the procedure would be the same except to place the appropriate letter (A,B,C, etc.) depending upon the duplicate, after the four digit duplicate series number and before the -1, -2, etc. For example, in the duplicate series Math for Fun which has the duplicate series LRC number MA-4521-A-1-6, the first book of the series would be numbered MA-4521-A-1, the second book or item would be MA-4521-A-2 and so on until all books or items in the duplicate series were numbered. Remember that for all series, they will need to be assembled together in one box or binder and the complete series or duplicate series LRC number (MA-4521-1-6 or MA-4521-A-1-6) will be placed on the outside lower left corner of the box or binder. Then each item inside the box or binder will receive the appropriate individual unit number as explained above. If there is a teacher guide or manual in the series, consider this the first item in the series.

13. Shelf materials. On 3X5 inch cards, prepare a shelf

and material identification locator. This is simply accomplished by printing with a felt pen the classification category letters (Example: MA), and then spelling out in capital letters the word (MATHEMATICS). Make twelve cards, one for each classification category. Attach these to the LRC shelfs and place processed materials on the appropriate shelfs by categories. An example follows:

MA

Mathematics

14. Special considerations. There are a few additional points which are listed below that will be helpful to you in the processing of materials:

(a) because of time and staff limitations, you may not be able to complete each step in the processing procedures. Certain steps can be cut out or shortened until such a time when they can be finalized. In step five, you can fill out only the following: LRC number, Title, Format, Publisher, Cost, Grade level/Instructional level and Interest level/Motivational factor. This data is essential for developing your LRC catalog. Step six can be cut out until you have time also. The remainder

of the steps are very necessary for complete and accurate processing of materials.

(b) it is a gooo idea to photo-copy the original instructions in the materials. Often times they seem to disappear when the material is returned. You will then have a copy to refer to in order to make another copy.

(c) most self-contained kits have a listing of the contents somewhere in or on the material. If not, make a list yourself and attach to the to the kit. When the kit is returned, you can easily make a check of the contents against this list.

(d) if the material has ditto masters, run off a few copies and include in the kit. Keep the original masters in a file not for borrower use. Many times borrowers will damage the masters and they become useless to others. Sometimes a photo-copy can be made of the original masters and this photo-copy can be included in the kit. If a teacher has a Thermofax machine in the school, copies can be run off this for student trial. You can try either approach to determine which is best for your LRC.

(e) try as much as is practible to mark all items in multi-media kits with your LRC name.

(f) if a material comes with multiple copies of a workbook or worktext or other consumable, file away all copies and keep just one in the material. This helps keep down the loss of multiple copies.

(g) if you receive a complimentary copy of a material from a publisher, write a short thank-you letter. Often with a limited budget, free items are a great help in stocking a LRC.

(h) if you receive a material for processing and it is a duplicate of a previously processed material or it can fit into a previously processed series, locate the appropriate forms in this section and include the new material.

NUMBER	TITLE OF MATERIAL

CLASSIFICATION LIST

RC NUMBER	TITLE OF MATERIAL

MATERIAL(SKILL)ANALYSIS SHEET

LRC NUMBER:

TITLE:

TITLES WITHIN SERIES:

FORMAT:

AUTHOR(S):

PUBLISHER:

ADDRESS:

DISTRIBUTOR (if different):

ADDRESS:

COST PER MATERIAL:

COPYRIGHT:

Type of material: (circle either D, M, P, or H as applicable)

D DIAGNOSTIC INSTRUMENTS
Basic skill assessment and/or screening tools for use by teachers or resource personnel.

M EDUCATIONAL MATERIALS
Instructional materials for use by students with or without teacher's assistance. This can include software items.

P PROFESSIONAL BOOKS
These materials include all resource books, manuals and related materials.

H HARDWARE
Equipment such as overheads, language masters, projectors, cameras, video tape recorders, PAL units, and other related items.

*If you have circled D, P, or H, complete only applicable sections of this form. If you circled M, complete all sections of this form.

*When this form is completed, attach with "INVENTORY AND CONTENTS" form and file.

1. LEARNER CHARACTERISTICS

Chronological age:

Grade level/Instructional level:

Mental age:

Interest level/Motivational factor:

For what specific handicapping conditions are the materials suitable:

---

2. MATERIAL PURPOSE

What does the material say it will do:

Major area:

Major skill:

Are objectives stated: ____ yes ____ no

Are objectives behavioral: ____ yes ____ no

Are objectives sequenced: ____ yes ____ no

---

3. ORGANIZATION

_____ Lessons, explain

_____ Units, explain

_____ Chapters, explain

_____ Other _____

---

4. INPUT MODE

_____ Auditory (lectures, tapes, records, etc.)

_____ Auditory- visual (tape and worksheets, sound film, etc.)

_____ Visual (filmstrips, flashcards, worksheets, workbooks, texts)

_____ Tactile-kinesthetic (raised surfaces, beaded, etc.)

_____ Olfactory (scent bottles, etc.)

5. OUTPUT MODE

_____ Motor

_____ Physical activity (dance, jump, etc.)

_____ Manipulation (beads, puzzles, etc.)

_____ Write a response

_____ Mark a response

_____ Other

_____ Verbal

_____ Answers questions

_____ Repeats information

_____ Spontaneous contribution

_____ Other _____

_____ Visual-Motor

_____ Copying tasks (bead or block patterns, etc.)

_____ Tracing

_____ Other _____

_____ Visual

_____ Read

_____ Observe

_____ Matching

_____ Other _____

_____ Verbal-Motor

_____ Dramatization

_____ Other _____

6. LEARNER KNOWLEDGE OF PROGRESS

How does teacher and student know response is correct:

_____ Teacher checks student's work

_____ Self-checking by student when work is complete

_____ Immediate feedback of some kind

---

7. EVALUATION AND DATA RECORDING PROCEDURES

How is starting point of instruction established:

_____ Written test _____ Performance test

_____ Criterion test _____ Checklist

_____ Oral test _____ Direct and Continuous measurement

_____ Direct and Noncontinuous measurement

_____ Other _____

How is mastery of content demonstrated and recorded:

_____ Written test _____ Performance test

_____ Criterion test _____ Checklist

_____ Oral test _____ Direct and Continuous measurement

_____ Direct and Noncontinuous measurement

Data forms provided:

_____ yes _____ no

Are criteria for acceptable performance stated:

_____ yes, explain

_____ no, explain

---

8. TEACHER INVOLVEMENT REQUIRED: TEACHER PREPARATION

_____ Extensive _____ Minimal _____ Reasonable

Teacher involvement during time in use:

_____ Constant interaction

_____ Teacher introduces and student completes

_____ Supportive help or moniter role

_____ Virtually none or none at all

Teacher responsibility when student is through with material:

_____ Teacher must check and provide feedback

_____ Virtually none at all

9. CONDITIONS OF USE

_____ Self-contained unit, best used intact and alone

_____ Self-contained unit requiring use of other materials to supplement activities

_____ Material can be used seperately in relation to many other school activities

_____ Material comes with directions that need to be read and followed and then can be used by an inexperienced teacher

_____ Special knowledge and skill must be developed through training program supplied by ____ producer ____ distributor ____ other

_____ Highly trained and experienced teacher required for appropriate use of material

10. EFFICIENCY QUOTIENT

_____ How much time is required by the student

_____ How many students can participate at one time

_____ Is this material consumable. Comments: _____

_____ Is this material reusable

_____ Is field test data available. _____ yes ____ no

adapted from: Journal of Learning Disabilities, Sept. 1976

INVENTORY AND CONTENTS SHEET

LRC NUMBER:

TITLE:

TITLES WITHIN SERIES:

CONTENTS (if in kit form):

INVENTORY BY YEARS-A CHECKMARK INDICATES ALL ITEMS ARE ACCOUNTED FOR. MAKE NOTE OF ANY ITEMS WITHDRAWN, MISSING OR NEEDING REPAIR.

1977

1978

1979

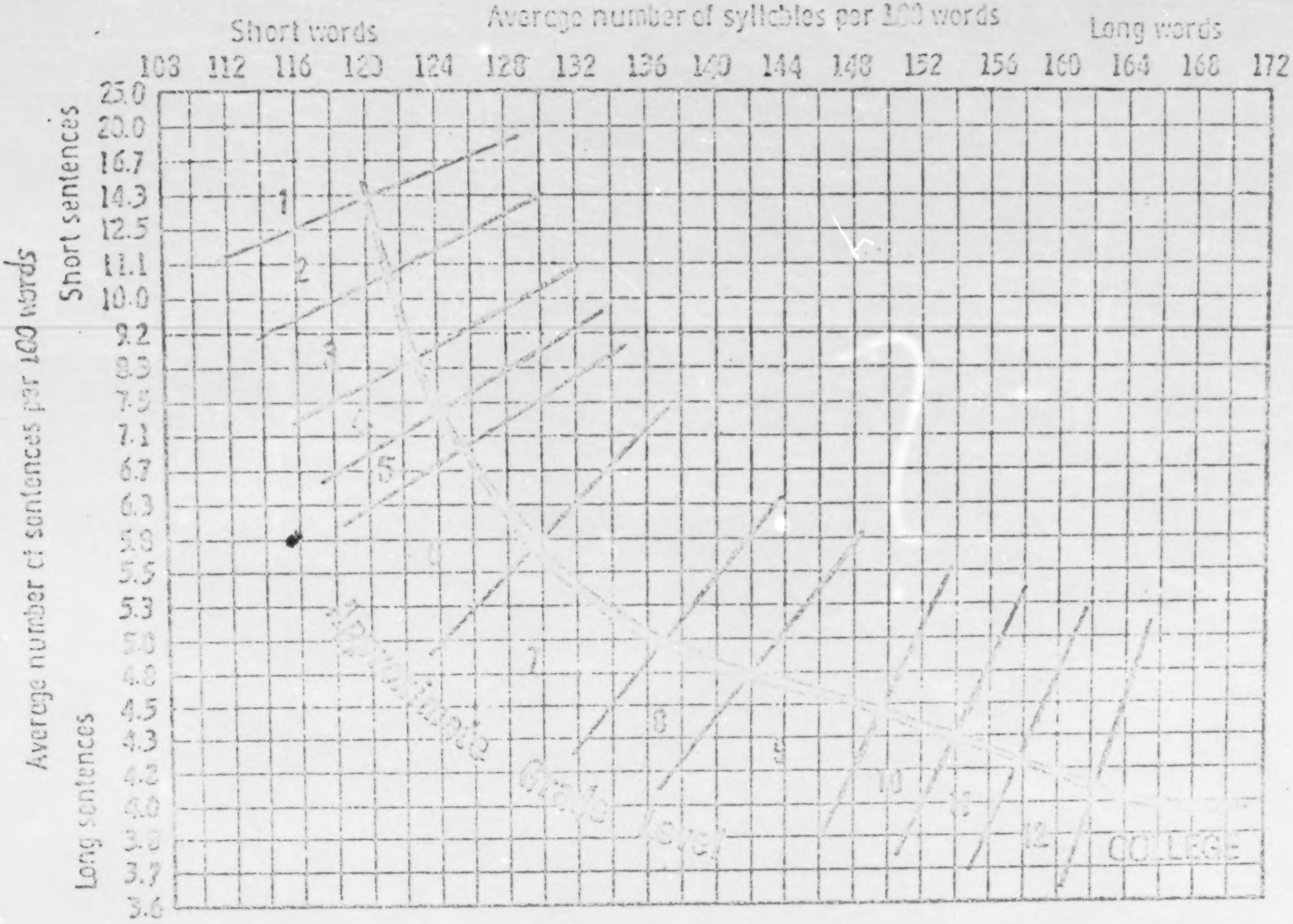
1980

1981

1982

GRAPH FOR ESTIMATING READABILITY

By Edward Fry,
Rutgers University Reading Center



FRY READABILITY FORMULA

Directions for Using the Readability Graph:

1. Select three one-hundred word passages from near the beginning, middle, and end of the book. Skip all proper names.

2. Count the total number of sentences in each one hundred-word passage. Average these three numbers.

3. Count the total number of syllables in each hundred word sample. There is a syllable for each vowel sound; for example: cat (1), blackboard (2), continental (4). Don't be fooled by word size, for example: polio (3), through (1). Endings such as -- -y, -ed, -el, or -le usually make a syllable -- for example: ready (2), bottle (2). Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

Example:

Passage	Number of Sentences	Number of Syllables	
beginning	9	112	
middle	12	116	
end	10	120	
	Total number of Sentences 31	Total number of Syllables 348	
	Average number of Sentences 10.3	Average number of Syllables 116	Plot these

MA
4521
Math for Fun

MA
4521
Math for Fun

(1)

MA
4521-A
Math for Fun

MA
4521-A
Math for Fun

(2)

MA
4521-1-6
Math for Fun

MA
4521-1-6
Math for Fun

(3)

MA
4521-A-1-6
Math for Fun

MA
4521-A-1-6
Math for Fun

(4)

VI. MATERIAL LOAN PROCEDURES

There are several sub-sections that comprise the entire procedures that deal with the borrowing of instructional materials from either the district special education LRCs or the TTSELRC located at the Community college of Micronesia. The forms and information listed in these section are appropriate to both TTSELRC and district centers unless specifically stated otherwise.

Check out procedures. The following sub-section details the self-service check out procedures and the LRC (district or TTSELRC) staff check out procedures. Both of these procedures should be printed on a large tag board and conspicuously displayed in the LRC in order for borrowers and LRC staff to correctly check out materials they need.

SELF-SERVICE CHECK OUT PROCEDURES
(not to be used by LRC staff)

1. Fill out the information card located on the LRC desk. Fill out only once during the school year unless your assignment or status changes.
2. For each visit, use the visitor sign-out list. Complete even though you may have only browsed.
3. Select material(s) you wish to check out. If items have a rubber band around them, are in a box other than original or a binder, these must be checked out as a series and cannot be checked out individually. Kits must also be checked out as one item, not to be broken up. There is only one borrower card for each series.
4. Locate borrower card. This is usually found on the inside

page of the cover of the book(s) and the inside lid of kits. For a series, it is located on the inside page of the cover of the first book of the series, Print your name and the name of your school on the borrower card.

5. Stamp date due on borrower card and on the date due slip located on the material you are checking out. Ink stamp is correctly set for due date.

6. Place borrower card on LRC desk where indicated.

7. Use "reserve list" if you can't locate the material you want.

Directions to LRC clerk:

a. Make sure borrower has printed name and school on borrower card. If a series is being checked out be certain borrower checks out the entire series.

b. Record appropriate information on district LRC data form if you are LRC personnel employed in any of the following districts: Yap, Marshalls, Kusaie, Truk, Marianas, Ponape or Palau. If you are a TTSELRC employee, record appropriate information on TTSELRC data form instead. Use information card and/or borrower card for this data.

c. File borrower card behind the date due indicator in check out file.

d. File information card alphabetically in information card file.

e. Keep the data forms in a three-ring binder on the LRC desk.

LRC STAFF CHECK OUT PROCEDURES
(district or TTSELRC)

1. Sign borrower card and include an * behind your name. Print after your name, the name (client) and client's school name. Determine assignment or status of your client from list below and enter the appropriate letter code behind the name of the client's school. If you are taking materials to a school for a workshop and are unsure who will check out the materials until you get there, take borrower card with you and fill out information at the school. Be sure and bring card to LRC when you return so LRC clerk can record information.

ASSIGNMENT/STATUS LETTER CODES:(select letter or letters)

I-Itinerate	REP-Regular Ed. Proj.	SE-Special Education
R-Reg. Ed.	A-Administrator	P-Parent
S-Student	O-Other_____	T-Truk
Y-Yap	PA-Palau	K-Kusaie
M-Marshalls	MI-Marianas	P-Ponape

2. Stamp date due on borrower card and on the date due slip located on the material you are checking out. The ink stamp is correctly set with the due date.

3. Place borrower card on LRC desk where indicated.

4. Use the "reserve list" if you can't locate material you want to check out.

5. Consult the Mail/Pouch out procedures if you wish to mail or pouch materials to a client.

Directions to LRC clerk:

a. Make sure LRC staff member has completely filled out the borrower card.

b. Record appropriate information on district LRC data form if you are LRC personnel employed in any of the following districts: Yap, Marshalls, Kusaie, Truk, Marianas, Ponape or Palau. If you are a TTSELRC employee, record appropriate information on TTSELRC data form instead. Use borrower card to obtain necessary data to fill out these forms. Use the WALK-IN section of the LRC district forms or the WALK-IN section of the TTSELRC form as appropriate.

c. File borrower card behind the date due indicator in check out file.

d. See Mail/Pouch out procedures for dealing with requests to send materials by mail or pouch.

Mail/pouch out procedures. Very often, because of the great distances involved within the Trust Territory, LRC materials will be mailed or government pouched to borrowers in the various schools. A LRC material request slip is helpful to use in this situation. When you have prepared your district LRC catalog, a supply of the district LRC material request slips can be sent along with your catalog, to each school in your respective district. The teachers can look over the catalog, decide what material they would like to borrow, fill out the request slip and send it to your LRC. The

TTSELRC will also send a supply of their own material request slips along with the TTSELRC catalog to all districts. Teachers will then be able to directly request materials from the TTSELRC. Each teacher in every district will then have two sources of instructional materials and media available to call upon. With these request slips, teachers will have a standard procedure for requesting materials from either their local district LRC or the TTSELRC. Examples of both of these slips are included in this section. The following are procedures that can be performed by the LRC clerk, (applies to district LRC clerk or TTSELRC clerk):

Directions to LRC clerk:

a. When completed request slips are received from the borrower, fill in, as appropriate, the CENTER USE ONLY section of the slip.

b. If material requested is unavailable at present, use "reserve list" and file the request slip under the heading PENDING in the Mail/pouch out file. When material becomes available, follow the remaining procedures in this list. Then file the filled request under FILLED in the Mail/pouch out file.

c. If material is immediately available to mail/pouch out to borrower, locate borrower card on material.

d. On the borrower card, fill out the name and school of borrower. This information can be found on the request slip.

e. Stamp date due on the borrower card and the material date due slip.

f. File the borrower card behind the date due indicator in the check out file.

g. Transfer (from borrower material request slip), and record

all appropriate information (including borrower assignment/status), on to the MAIL-OUT section of the district LRC data form if you are a district LRC clerk. If you are a TTSELRC clerk, locate the TTSELRC data form for MAIL-OUT and record the information.

h. File the filled request under FILLED in the Mail/pouch out file.

i. Mail out the materials or use the government pouch. Include with the materials the following information: 1) directions for returning them, 2) the loan period of materials (one month) 3) the number of materials that can be borrowed at any one time, and of course, the date due, which is stamped on the date due slip on the materials.

j. Mailing labels are helpful if you have them. However, a post-card will do very well. One side will be the mailing label and the reverse side can be used by the borrower as a return mailing label. The TTSELRC labels are included in this section. Each district LRC will use their own address.

k. Sometimes you will get direct requests from the LRC staff (district LRC or TTSELRC) to mail or pouch out materials to borrowers. In this case, get complete borrower data(from staff) including borrower assignment/status and complete the following: 1) disregard the material request slip (do not fill one out), 2) use reserve list if material is not immediately available. Make sure to include name and school and a letter code re-garding the borrower's assignment/status, 3) if material is available, fill out borrower card with name and address of borrower, 4) stamp date due on the borrower card and the material date due slip, 5) file the borrower card behind the date due indicator in the check out file, 6) record all appropriate borrower information on to the MAIL-OUT section of the district LRC data form if you are a district LRC clerk. If you are a TTSELRC clerk, locate the TTSELRC data form for MAIL-OUT and record the information.

l. If you are a district LRC clerk, there is only one district data form. This form is used for SELF-SERVICE CHECK OUT PROCEDURES, LRC STAFF CHECK OUT PROCEDURES and Mail/pouch out procedures. Make several copies of this data form and keep in a three-ring binder on the LRC desk.

m. If you are a TTSELRC clerk, there are two TTSELRC data forms. One for WALK-IN and one for MAIL-OUT. these forms are used for SELF-SERVICE CHECK OUT PROCEDURES, LRC STAFF CHECK OUT PROCEDURES and Mail/pouch out procedures. Make several copies of each form and keep in a three-ring binder on the TTSELRC desk.

Loan period. For district LRCs and the TTSELRC, a four wwek check out period is advised. This should accomodate most borrowers throughout the Trust Territory. Materials may be renewed for an additional two week period if not requested by another borrower. Check the material reserve list to determine whether another borrower has requested specific materials.

Maximum materials to be borrowed at one time. It is a good practice to limit the amount of materials which can be checked out to any one borrower at any one time. Four items should be the total maximum to be checked out. This policy can be altered depending upon the needs of the borrower.

Overdue notices. It is essential to periodically check the borrower cards in the check out file to determine which are overdue. Record this information on the "overdue materials list" and send out a friendly reminder to the borrower requesting that the material will need to be sent in or brought back to the LRC. A sample "overdue materials list" is included in this section. If the material was lost or cannot be circulated again, make note of it in the action taken portion on this list. Then transfer this information to the inventory section of the "inventory and contents sheet" for that particular material.

Check-in procedures. The following procedures can be

performed by the district LRC clerk if employed in the local district or the TTSELRC clerk if employed at the TTSELRC:

Directions to LRC clerk:

a. Remove completed material evaluation card, file it in the returned material evaluation card box or file and replace with a new one.

b. Find the borrower card from the check out file by the date stamped on the date due slip.

c. Lightly cross out all information on the borrower card with a pencil or yellow marker.

d. Place the borrower card back on the material.

e. Check contents and condition; if questionable, show to your supervisor for his advice.

f. Check reserve list, if material is requested immediately or within a two week period, notify the individual that the material is available and place it on the side for pick up or mail/pouch out.

g. If material is not requested by a borrower, place back on the proper LRC shelf.

Required reports. In a typical LRC, many reports are usually required throughout the year. These do not need to be complex and time consuming affairs. A few well designed forms can effectively give you the data required by DDEs, special education coordinators (District and HQ), director of education HQ and any federal programs supervisor or committee.

Circulation data can easily be collected by use of the district data forms (discussed earlier in this section) for district LRCs and the TTSELRC data forms for the TTSELRC. The

visitor sign-out list will also yield additional information regarding the use of your center. Each month a new data form can be used. At year end, by compiling the completed monthly forms, you will have all the necessary information for a yearly report.

A LRC contact log is also helpful to record telephone calls, letters and in person requests/contscts regarding materials and information. This log will also be helpful to keep track of materials you take out to districts for use by teachers in their classes. A sample of this log is included in this section.

Instructional materials catalog. Each district LRC and the TTSELRC will eventually publish their own individual material catalogs. Essential information should include the following: a statement(s) regarding the scope of LRC services, rules and regulations of the LRC, how catalog information is organized (i.e. explanation of the LRC number, format, grade/ instructional level, interest/motivational level), what are major classification areas, alphabetical listing of materials, publisher's listing and, of course, each material in the LRC. A sample catalog page is included in this section.

FORMAT CODES

Bk.	Book	Bkl.	Booklet	Wkb.	Workbook
Wksh.	Worksheets	FS	Filmstrips	Cass.	Cassettes
Trans.	Transparencies	CG	Curriculum Guide	G	Games
Pamph.	Pamphlet	K	Kit	M	Manual
TM	Tactile-Manip.	F	Films	VT	Video tapes

INFORMATION CARD

NAME:

NAME OF YOUR SCHOOL:

SCHOOL ADDRESS:

CIRCLE APPROPRIATE LETTER: SE-SPECIAL EDUCATION, R-REGULAR EDUCATION, I-ITINERATE, REP-REG. ED. PROJECT, S-STUDENT, A-ADMINISTRATOR, P-PARENT, C/F-CCM FACULTY, C/S-CCM STUDENT, O-OTHER_____

VISITOR SIGN-OUT LIST

NAME	LRC ACTIVITY	YOUR ASSIGNMENT OR STATUS	DID YOU RECEIVE LRC ASSISTANCE?

C-Checked out
B-Browsed only

I-Itinerate, REP-Reg. ed. project,
SE-Special Ed.R-Regular Ed.
A-Administrator P-Parent S-Student
C/F-CCM faculty C/S-CCM student
O-Other

Y-Yes
N-No

RESERVE LIST

odays date	Borrower name and school	LRC number	Material to be reserved	By mail?	Date wanted

79. LRC number	date when material went out	Borrower name * if staff / School (name of staff client)	DISTRICT data: I Itinerate	REP Rg.Ed.Pro	WALK-IN: SE SpEd	R RgEd	A Admin	P Parent	S Student	O Other___	MAIL-OUT: I Itinerate	REP Rg.Ed.Pro	SE SpEd	R RgEd	A Admin	P Parent	S Student	O Other___

SO LRC number	date when material went out	Borrower name / School / * if staff (name of staff client)	I Itinerate	REP Rg. Ed Pj	SE Spec. Ed.	R Reg. Ed.	A Admin.	P Parent	TTSELRC data MAIL-OUT S Stud	O Other	T Truk	Y Yap	PA Palau	K Kusaie	M Marshalls	MI Marianas	P Ponape

81 LRC number	date when material went out	Borrower name / School; * if staff (name of staff client)	I Itinerate	REP Reg. Ed. Project	SE Special Education	TTSELRC Data Form WALK-IN: R Reg.Ed.	A Admin.	P Parent	S Student	C/F CCM Faculty	C/S CCM Student	O Other

The following are samples of a district LRC material request slip (A), and the TTSELRC material request slip (B): 82.

A)

DISTRICT LRC MATERIAL REQUEST SLIP

TO THE BORROWER: Fill out this form and return it to your local district special education LRC. Make a copy of the information on this slip for your own reference.

TODAYS DATE:

MAIL TO: _____
(name of person requesting materials)

_____
(school name and address)

MATERIAL WANTED: _____
(LRC number) (title)

CIRCLE APPROPRIATE LETTER: SE-Special education, R-Regular education, I-Itinerate, REP-Regular Ed. Project, S-Student, A-Administrator, P-Parent, O-Other_____

DATE MATERIAL WANTED:

FOR CENTER USE:

Date shipped: Date due:

First date available: LRC number:

Substituted:

B)

TTSELRC MATERIAL REQUEST SLIP

TO THE BORROWER: Fill out this form and return it to the TTSELRC located at the Community College of Micronesia P.O. Box 159 Kolonia, Ponape E.C.I. 96941. Make a copy of the information on this slip for your own reference.

TODAYS DATE:

MAIL TO: _____
(name of person requesting materials)

_____
(school name and address,include dist.)

MATERIAL WANTED: _____
(LRC number) (title)

CIRCLE APPROPRIATE LETTER: SE-Special education, R-Regular education, I-Itinerate, REP-Regular Ed. Project, S-Student, A-Administrator, P-Parent, O-Other_____

DATE MATERIAL WANTED:

FOR CENTER USE:

Date shipped: Date due:

First date available: LRC number:

Substituted:

MAILING LABELS

Examples shown are TTSELRC mailing label (A) and return mailing label (B). These can be postcards attached to materials instead of gummed printed labels.

(A)

FROM: Trust Territory Special Education Learning
Resource Center (TTSELRC)
Community College of Micronesia
P.O. Box 159
Kolonia, Ponape
Eastern Caroline Islands 96941

TO:

(B)

FROM:

TO: Trust Territory Special Education Learning
Resource Center (TTSELRC)
Community College of Micronesia
P.O. Box 159 Kolonia, Ponape E.C.I. 96941

Date item was due	Name of borrower	LRC number	Title of material	Date when the overdue notice was sent		Action taken by LRC
				first notice	second notice	
95						96

LRC CONTACT LOG

ate ntact ade	Select one: L-letter P-phone I-in-person O/S-on site visit	Contact name	Request (if any)	Action taken

LRC CATALOG SAMPLE PAGE

Grade/instr. level	Interest/mot level	Title of material	LRC number	Description (Publisher-Estimated Cost)	Format
second grade 2	P, I	Our Reader	RE-4592	A reader designed for slow readers utilizing school and home experiences via pictures and words Frank E. Richards Co. - $1.85	Bk.
98					99

VII. DISTRICT LRC/TTSELRC SERVICES

Information resources. Information dissemination is part of every LRC service scope. Throughout the year, teachers, administrators and other borrowers will need to be kept informed of new materials, technology and advances in the field of special education. To keep yourself current and to have this information available to your borrowers, a four drawer file cabinet should be established in your LRC. In this file can be placed publisher's catalogs, general special education resources, other LRC newsletters and information on journals, magazines and special education professional arganizations. Addresses of the above mentioned materials (publisher's catalog list is in section II of this manual), are included in this section.

Newsletters. Each district LRC and the TTSELRC should publish a bi-monthly newsletter if possible. This will keep borrowers and other interested TT individuals informed regarding district developed materials, effective commercial products and upcoming educational events and training highlights.

Workshops and in-service training. The TTSELRC will be conducting training sessions to educators in all districts to facilitate improved classroom instruction. Materials used in these sessions will be available to participants from the

TTSELRC and/or the district LRC. It is envisioned that each district LRC will, through TTSELRC assistance, develop the internal capability to conduct training sessions in their own districts using their resources in the center and/or personnel in their district.

LRC provisions. This final item details and summarizes the arrangement and supplies needed for operation of a district LRC or the TTSELRC:

1. The LRC should be large enough to contain several shelfs for materials, the LRC's director desk and chair, the clerk's desk and chair, several tables for viewing matetials, comfortable borrower chairs, a file cabinet(s) and a check out desk. Other items may be added later.

2. Displayed on a wall chart near the check out desk should be the SELF-SERVICE CHECK-OUT PROCEDURES sign and the LRC STAFF CHECK-OUT PROCEDURES sign.

3. An area marked: RETURN LRC MATERIALS HERE should be set up for borrowers to place returned materials.

4. An area marked: NEW MATERIALS CATALOGING AREA should be set up behind the LRC check out desk to temporarily store new materials while they are being processed and cataloged.

5. An area marked: MATERIALS IN QUESTION should be set up behind the LRC check out desk to temporarily store materials that may have contents missing or damaged and need attention.

6. An area marked: PICK UP/MAIL OUT should be set up behind the LRC check out desk to place materials that are being held on reserve for a borrower to pick up or that will be mailed out.

7. A file cabinet should be set up (see Information Resources in this section) for your use and for use of LRC borrowers.

8. A stocked magazine/journal rack should be set up for borrowers to use while in the LRC.

9. The LRC check out desk should have the following items on it:

   a. a calendar
   b. stamp pad and dater
   c. check out file box for borrower cards
   d. information card file box
   e. district LRC or TTSELRC data forms in a three-ring binder
   f. returned material evaluation file box
   g. pencils
   h. "reserve list" forms in a three-ring binder
   i. visitor sign-out list in a three-ring binder
   j. LRC (district) and TTSELRC instructional materials catalogs
   k. material want list

10. The desk of the LRC or TTSELRC director should have in it the following:

   a. essential processing and cataloging supplies such as: book (borrower) cards #40 L, pocket date slips #234, book pockets-style F (plain), pressure sensitive labels #334 (plain), white paste, band dater #3002, micropore stamp pad #2541 (black), charging tray (file box)-single #51 and tilted tab charging tray guide-#337. Some of these items, of course, will be on the LRC check out desk as mentioned above. They are listed here for your convenience in ordering. You can obtain these from any large library supply company. These particular items are from: Gaylord Brothers, Inc. Stockton, California 95208. Other typical office supplies will also need to be ordered.

   b. copies of all necessary operational and cataloging forms listed in various sections of this manual. Files will need to be set up for blank forms and completed forms.

   c. a copy of this manual is necessary for reference in operating the center.

JOURNALS/MAGAZINES/ORGANIZATIONS

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Annals of the Deaf
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

International Reading Association
800 Barksdale Road
Newark, Delaware, 19711

Educational Technology
Educational Technology Publications, Inc.,
140 Sylvan Avenue
Englewood Cliffs,
New Jersey 07632

Early Years
Allen Raymond, Inc.
P.O. Box 1223
Darien, Connecticut 06820

Exceptional Parent
Psy-Ed Corp.
264 Beacon St.
Boston, Mass. 02116

Psychology Today
Communications Research Magazines, Inc.
Carmel Valley Rd.
Del Mar, Calif. 92014

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia, 22091

Resources in Education
U.S. Government Printing Office
Washington, D.C. 20402

Current Index to Journals in Education
CCM Information Corporation
866 Third Ave.
New Yor, N.Y. 10022

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia, 22210

Journal of Learning Disabilities
101 East Ontario Street
Chicago, Illinois 60611

Alexander Graham Bell Assoc.
3417 Volta Pl., N.W.
Washington D.C. 20007

National Association for Retarded Citizens
2709 Ave. E, East
Arlington, Texas 76011
Publication: Mental Retardation News 10/year

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014
Several publications including Lang., Sp. and Hearing Services in Schools

American Association for the Education of the Severely/Profoundly Handicapped
Experimental Education Unit
University of Washington
Seattle, Washington

The Pointer Journal
Grass Valley
California

Academic Therapy Journal
1539 4th Street
San Rafael, California 94901

Arithmetic Teacher
National Council of Teachers of Mathematics
1906 Association Drive
Reston, Virginia 22091
$ 10 Institutions
$ 9 Individuals

Learning Magazine
Education Today Co., Inc.
530 University Ave.
Palo Alto, California 94301
9/year $ 10

Journal of Special Education
Grune and Strattion Inc.
111 Fifth Ave.
New York, N.Y. 10003

Journal of Educational Research
Dembar Educational Research Services, Inc.
2101 Sherman Ave., Box 1605
Madison, Wisconsin 53701
10/year $10

IRUC Briefings/Challenge Newsletters
1201 16th St. N.W.
Washington, D.C. 20036

National Assessment of Educational Progress Newsletter
700 Lincoln Tower
1860 Lincoln
Denver, Colorado 80203

Cycle Newsletter
C/o TADS
625 W. Cameron
Chapel Hill, North Carolina 27514

Vibrations from the Northwest Newsletter
C/o Teaching Research
Oregon State System of Higher Education
Monmouth, Oregon, 97361

Interact Newsletter
C/o Portland State University
P.O. Box 751
Portland, Oregon 97207

Mr. Richard Haugh, Director ASEIMC
Jackson Country, I.E.D.
101 North Grape
Medford, Oregon 97501

Dr. Marvin Wilkerson
Director, ASEIMC
Lane Country I.E.D.
1200 Highway 99, North
Egene, Oregon 97402

Ms Laurie Miller
Director, ASEIMC
Lewis and Clark College
Portland, Oregon 97219

Ms. Marvel Lamb, Director, ASEIMC
Oregon College of Education
Monmouth, Oregon 97361

Ms. Dorie Alvarez, Principal
School for the Deaf
999 Locust Street. N.E.
Salem, Oregon 97310

Dr. Gerald Spadafore
Director, ASEIMC
School of Education
Idaho State University
Pacatello, Idaho 83201

Fred Appelman
Special Education Regional Coordinator
Region I
Dept. of Education
University of Montana
Missoula, Montana 59801

Ms. Marty Stevens
Director, ASEIMC
Albany School Dist. #5
718 West 7th Avenue
Albany, Oregon 97321

Mr. Jerry Deats, Director
Deschutes, County I.E.D. IMC
515 Bond Street
Bend, Oregon 97701

Mr. Bill Young, Director, ASEIMC
Douglas County I.E.D.
Courthouse Annex
1111 S.E. Court Avenue
Roseburg, Oregon 97470

Southcentral Associate Special Education IMC Newsletter
C/o Mr. Leigh Lowther, Director, LRC
Anchorage Borough Schools
2220 Nichols Street
Anchorage, Alaska 99504

Southeast Alaska IMC Newsletter
Alaska State Librart/IMC
C/O Mrs. Peggy Cummings, Director
Pouch G
Juneau, Alaska 99801

Mr. Peter Tinitali, LRC Director
Dept. O Education
Pago Pago, American Samoa 96799

Ms. Conception Manglona
Coordinator, LRC
Dept. of Education/Special Education
P.O. Box DE
Quan's Building
Marine Drive
Government of Guam
Agana, Guam 96910

Dr. Arthur Iriarte
Director, ASEIMC
College of Education
University of Idaho
Moscow, Idaho 83843

AFB Newsletter & Washington Report
C/o Publications Division
American Foundation for the Blind
15 West 16th Street, N.Y. N.Y. 10011

MAFEX Newsletter
C/o MAFEX Associates Inc.
Johnstown, Penn 15906

NWSELRC Newsletter
C/o Regina Hackett, Editor
Clinical Services Building
University of Oregon
Eugene, Oregon 97403

Spina Bifida Acsociation of America Newsletter
P.O. Box 5568
Madison, Wisconsin 53705

Regional Resource Center for Deaf & Hearing Impaired Newsletter
Oregon College of Education
Monmouth, Oregon 97361
C/o Dr. Richard E. Walker, Program Director

Ms. Pat Richardson
Coordinator, SEMAT
Western Wash. St. College
318 Miller Hall
Belingham, Wash. 98225

Drs. Thompson and Hunsaker
SEMAT Center
Eastern Wash. St. College
Cheney, Wash. 99004

Ms. Maggie Johnson
Coordinator, SEMAT
Central Wash. St. College
Ellensburg, Wash. 98926

Dr. William Kalenius
Director of Pupil Services
Clover Park School District
5214 Steilacoom Blvd.
Lakewood Center, Wash. 98499

Ms. Pat Fleming, Program Facilitator
Laramie County School District #1 in Cheyenne
Educational Resource Center
2810House-Central High School
Cheyenne, Wyoming 82001

Focus on Exceptional Children Newsletter
6635 East Villanova Place
Denver, Colorado 80222

Newsletter
Marianne Frostig Center
5981 Venice Blvd.
Los Angeles, Calif. 90034

ERIC Clearinghouse of Information Resources Newsletter
Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

Motivation Resources Newsletter
7106 Waring Ave.
Los Angeles, Calif. 90046

Liaison Bulletin
NASDSE Inc.
1201 16th St. N.W.
Suite 610 E.
Washington D.C. 20036

SPECIAL EDUCATION RESOURCES

Select Education Company
152 Pico Blvd.
Santa Monica, Calif. 90405
Re: PMRS Prescriptive Materials Retrieval System

National Center on Educational Media and
Materials for the Handicapped (NCEMMH)
Ohio State University
220 West 12th Avenue
Columbus, Ohio 43210

General Services Administration
National Archives and Records Service
National Audio-Visual Center
Washington, D.C. 20409

Mr. Norbert Castel DeOro
Special Education Division
Los Angeles Unified School District
Los Angeles, Calif. 90012

Learning Activity Packages
Unigraph Products
P.O. Box 24287
Seattle, WA. 98124

Southern Regional Media Center for the Deaf
College of Education
University of Tennessee
Knoxville, Tenn. 39716

Southwest Regional Media Center for the Deaf
New Mexico State University
P.O. Box 3AW
Las Cruces, New Mexico 88001

New England SEIMC
Boston University
704 Common Wealth Ave.
Boston, Mass. 02215

Instructional Materials Center for Special Education
University of Southern California
1031 South Broadway-Suite 623
Los Angeles, Calif. 90015

Rocky Montain Special Education IMC
University of Northern Colorado
Greeley, Colorado 80631

Southern States Cooperative Learning Resource System
Auburn University at Montgomery
Montgomery, Alabama 36104

SEIMC
New York State Education Dept.
55 ELK Street
Albany, New York 12224

SEIMC
University of Texas at Austin
2613 Wichita Street
Austin, Texas 78712

Mid-Atlantic Region SEIMC
2201 G. St. N.W.
George Washington, D.C. 20006

SEIMC
University of Wisconsin
Harry A. Waisman Center
2605 Marsh Lane
Madison, Wisconsin 53706

Office of Government and Public Affairs
National Institute of Education
Washington, D.C. 20208

CEC Information Center on Exceptional Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Instructional Materials Reference Center
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Closer Look
Box 1492
Washinton, D.C. 20013

Mr. Maggie Rogers
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon, 97204

Midwest Regional Media Center for the Deaf
University of Nebraska
Lincoln, Nebraska 68508

Northeast Regional Media Center for the Deaf
University of Massachusetts
Amherst, Mass. 01003